DOCUMENT RESUME

ED 379 763 EA 026 506

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TITLE New Paradigms for Creating Quality Schools.
REPORT NO ISBN-0-944337-23-6
PUB DATE 94
NOTE 113p.
AVAILABLE FROM New View Publications, Sales Department, P.O. Box 3021, Chapel Hill, NC 27515-3021 ($15 companies, professional groups, clubs and other organizations may qualify for quantity discounts--check with publisher).
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Guides - Non-Classroom Use (055)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Classroom Communication; Cooperative Learning; *Educational Cooperation; *Educational Environment; *Educational Quality; Elementary Secondary Education; Learning Strategies; Organizational Development; Self Esteem; Self Evaluation (Individuals); Self Motivation; *Student Motivation

ABSTRACT

The Quality Schools movement combines the principles of control theory with Edward Deming's principles of total quality management. The outcome is a school environment in which the focus is on quality work, discipline is maintained without coercion, and students continuously evaluate their own work. This book describes the application of Quality Schools principles in several schools across the nation. The first nine chapters explain the key paradigm shifts that occur in the transformation to a quality school. Following the introduction, chapter 2 describes teaching strategies that involve students. Chapter 3 discusses ways to promote internal, rather than external motivation. Strategies to help students learn individual responsibility for their feelings and behaviors are presented in the fourth chapter. Chapters 5, 7, 8, and 9 offer suggestions for building teamwork and cooperation, developing trust, avoiding the assignment of blame and finding win-win solutions, and teaching students how to evaluate their own work. The sixth chapter introduces administrators to the "lead management" concept of "power with," which contrasts with the "power over" perspective of "boss management." Other significant paradigm shifts that occur in the change process are discussed in the final chapter. Eleven figures, a list of participating schools, and references and recommended readings are included. (LMI)

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